

Positive Steps Shellingford



Home Farm, Church Street, Shellingford, Faringdon, Oxfordshire SN7 7QA

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| Inspection date | 12 September 2018 |
| Previous inspection date | 22 June 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

The provision is good

- The newly appointed manager has established effective systems for evaluating the quality of the provision and where the good-quality provision could be improved still further. She shares this information well with all staff so that they can work together to raise outcomes still further for all children.
- The manager has worked well to establish worthwhile partnerships with parents. She seeks out and acts on their views to improve practice further. For example, there is now a wider range of opportunities for parents to find out about their children's progress so that they can support this further at home.
- Children benefit from taking part in a wide range of interesting learning experiences. Staff support their learning very effectively, and children make good progress from their starting points.
- Staff are good role models. They show interest and excitement in children's achievements. Children learn to approach their learning with the same enthusiasm.
- Children learn to behave well and to consider the needs of each other. They are polite, kind and caring towards each other, the adults who look after them and to visitors.

It is not yet outstanding because:

- The manager has not fully established systems for monitoring staff's practice so that she can provide more targeted feedback and professional development opportunities, to support staff further to develop the quality of their teaching.
- Although staff plan a range of interesting activities, they do not consistently consider fully the individual needs of each child when doing so.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- plan more thoroughly for the individual needs of each child, to focus teaching more precisely on their unique needs and stage of development
- focus monitoring and training more precisely on the quality of teaching, to build further on staff's existing good teaching skills.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of children and parents.
- The inspector spoke to staff about their understanding of safeguarding and first aid.
- The inspector looked at documentation, including policies, staff's qualifications and children's records.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager deploys staff effectively to ensure that the required ratios are maintained and that children are closely supervised to keep them safe. All staff know how to recognise and respond to any concerns about a child's welfare. The manager monitors the progress of all children thoroughly to identify any gaps in learning. For example, staff are now focusing closely on closing gaps in some children's communication and early mathematical development. There are strong partnerships between the manager and other professionals. These partnerships are effective in continuing to develop and improve the provision still further. Staff benefit from regular opportunities to discuss their performance.

Quality of teaching, learning and assessment is good

Staff make accurate assessments about each child's progress. They provide an interesting and stimulating learning environment which children enjoy exploring. Staff plan activities thoroughly so that they capture and maintain children's interest. For example, younger children enjoy finding out what happens when they mix different colours together. Older children enjoy going on a 'bug hunt' and then practising their early writing skills as they record their findings on their clipboards. Staff support babies well to develop their crawling, walking and early language skills. Throughout the nursery staff make good use of opportunities to introduce counting, numbers and shapes into children's play.

Personal development, behaviour and welfare are good

Staff meet children's care needs well. For example, they ensure that they have a quiet and restful area to sleep, and that they have plenty of opportunities for energetic play in the fresh air. Meals and snacks are nutritious and the nursery environment is clean and safe. Staff respond swiftly to any accidents and keep accurate records to share with parents. Children show that they are settled and happy. They enjoy taking part in the activities and routines of nursery life and are developing the confidence to make choices about what to do. They are developing the skills of independent learners.

Outcomes for children are good

Children gain a range of useful skills in preparation for their future learning and the move to school. Babies gain control over their movements and enjoy exploring different sounds and textures. Younger children learn to enjoy books and stories. For example, they listen to stories read by adults and then 'read' these stories to dolls and cuddly toys, carefully turning the pages and pointing out the pictures. Older children learn to take turns and to follow simple rules when playing team games together. They learn to recognise some familiar words and letters.

Setting details

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| Unique reference number | EY283818 |
| Local authority | Oxfordshire |
| Inspection number | 10065516 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 1 - 3 |
| Total number of places | 55 |
| Number of children on roll | 48 |
| Name of registered person | Positive Steps Childrens Day Nursery Limited |
| Registered person unique reference number | RP911260 |
| Date of previous inspection | 22 June 2016 |
| Telephone number | 01367 718888 |

Positive Steps Shellingford registered in 2004. It was taken over by the Busy Bees Chain in 2016. It operates from a purpose-built, single-storey building in the village of Shellingford, near Faringdon, in Oxfordshire. The nursery is open each weekday from 7.45am to 6.15pm, for 51 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years. There are 13 members of staff working with the children. Of these, the manager and five additional staff members hold relevant early years qualifications at level 3.

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